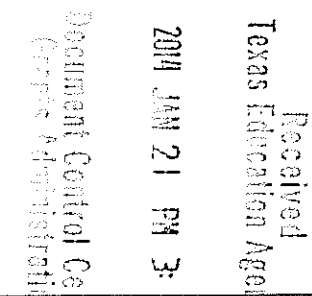


**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	<p>Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961</p>	

Schedule #1—General Information

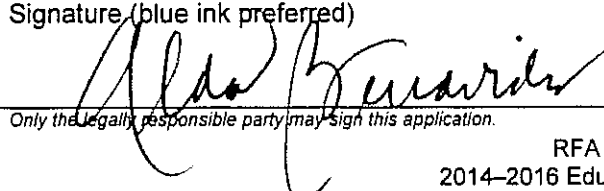
Part 1: Applicant Information					
Organization name		Vendor ID #	Mailing address line 1		
La Joya Independent School District		174600155	200 West Expressway 83		
Mailing address line 2		City	State	ZIP Code	
		La Joya	TX	78560-	
County-			US Congressional		
District #	Campus number and name	ESC Region #	District #	DUNS #	
108912	001 La Joya High School	1	TX-28	024102451	
	004 Juárez-Lincoln High School				
	007 Palmview High School				
Primary Contact					
First name	M.I.	Last name	Title		
Dr. Alda	T	Benavides	Superintendent of Schools		
Telephone #	Email address		FAX #		
956-323-2002	a.benavides@lajoyaisd.net		956-323-2010		
Secondary Contact					
First name	M.I.	Last name	Title		
Martha	E	Trevino	Grant Development Coordinator		
Telephone #	Email address		FAX #		
956-323-2678	m.trevino4@lajoyaisd.net		956-323-2679		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
966-323-2002	a.benavides@lajoyaisd.net		956-323-2010
Signature (blue ink preferred)			Date signed



1/16/14

Only the legally responsible party may sign this application.

Schedule #1—General Information(cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment(cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

La Joya ISD is experiencing a dramatic increase in the teacher attrition rates in their 3 comprehensive high schools, even more dramatically; one of these high schools experienced over 30 new teachers to the campus. With the assistance of the EEIP Grant, our 3 high schools plan to implement strategies that will help with highly-qualified teacher induction & retention, such as the Mentorship Support Initiative (MSI) & the La Joya Loyalty Incentive Plan (LLIP).

Mentorship Support Initiative (MSI) & the La Joya Loyalty Incentive Plan (LLIP) two key programs to help address the new teacher hires with the implementation of our Mentorship Support Initiative (MSI), include professional staff development, & a Technology Plan. The EEIP grant would allocate monetary incentives for teachers through an incentive retention plan with the implementation of the La Joya Loyalty Incentive Plan (LLIP) - (teacher must have not received a "below expectations" under the currently- used evaluation systems or be on a professional growth plan) Coupled with LLIP, current teachers will receive supplementary classroom materials in addition to the current support from the district.

These supplemental initiatives will improve not just teacher effectiveness, but student achievement through continuity of teaching staff at the three comprehensive high schools. With the support of the EEIP Grant, our school district will be able to hire/train well -prepared teachers, induct these teachers into the profession, & assist them through professional development, and intensive teacher mentoring. This is in line with La Joya ISD's school goals of improving curriculum & instructional programs to help close achievement gaps in student learning.

The MSI program is intended to help new teachers assimilate positively into their new teaching roles. Currently, our district utilizes the TxBess program for new hires as part of the induction process. However, with the help of the EEIP grant, we will be able to provide a stronger support team of individuals to ensure that new hires receive ample instructional encouragement (MSI, grant committee-designed technology, & Atomic Learning) with comprehensive training (TESA), & professional collaborative opportunities (Mentorship Support Initiative Mentor/Mentee collaborative sessions). A substantial amount of the grant opportunity will be vested in providing new teachers with technology tools that will ensure excellence in the classroom as well as provide them with 21st century skills they will transfer to their students. The EEIP program will help provide new laptop computers & additional technological resources to new hires. In addition to the MSI support program, the EEIP grant will assist with the reduction of attrition at the three comprehensive high schools. (Juárez-Lincoln High School, Palmview High School and La Joya High School)

Through the help of the EEIP Grant, successful implementation of the La Joya Loyalty Incentive Plan (LLIP) will ensure that teacher attrition is reduced. This plan gives current high school teachers a monetary incentive for committing to another school year by signing a one-year teaching contract within a specified time-frame before the school year ends. The EEIP Grant will allow La Joya's three comprehensive high schools to provide this monetary incentive to educators to increase teacher retention and reduce teacher attrition. With our MSI and LLIP programs, La Joya ISD can ensure that the effectiveness of teachers will improve & increase student performance.

As with any needs assessment, a campus needs is best evaluated by the school's SBDM & the campus principal. Student performance data is scrutinized & analyzed to identify learning gaps that exist so that the campus improvement plan can be developed. For the purpose of this grant, grant writers, grant coordinator, district accounting, district technology coordinator, human resources personnel, and classroom teachers gathered to evaluate the needs of our current three comprehensive high schools. According to the needs of our comprehensive high schools, and district personnel issues, the grant writing committee developed the above programs. The budget allocations are focused on the areas of technology, professional development, induction, attrition, and teacher evaluation. With these programs in place, there must be constant feedback by not only those implementing the initiatives, but by the current grant managers and campus administration. The management plan involves ensuring that the grant review committee, grant manager, and campus administration work collaboratively to meet at least once per semester. During these meetings, they will review and evaluate the effective implementation of the grant activities as stipulated by TEA. The required practice of

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

evaluation would be carried out by the selected EEIP Managers (Mentor/Mentee evaluation protocol), including the EEIP Lead Manager through the TESA observation forms, informal walkthroughs, Administration walkthroughs (PDAS or Teachscape), & the Atomic Learning evaluation tools. The aforementioned above programs have been designed to strengthen the teaching force of our district by reducing the teacher attrition rate (MSI, TESA, and Atomic Learning) and increasing teacher retention (LLIP). Working hand-in-hand with our district's human resources department, we can evaluate the effectiveness of these programs by seeing significant decreases in teacher attrition.

Atomic Learning - Atomic Learning offers online teacher professional development, technology integration and support solution that empowers educators to effectively utilize technology to impact student achievement. **Atomic Learning will sustain classroom teachers with** online teacher professional development, technology integration and support solution that empowers educators to effectively utilize technology to impact student achievement. Atomic Learning programs include Classroom-ready Tech Integration Projects for simplified integration, Big-picture Workshops on *Avoiding Plagiarism, Effective Presentation Design* in addition to lessons and teacher tools designed to address the tech components of the Common Core. In addition, you'll have the ability to create a centralized online location to house important training you have created, including: documents, videos, forms, and more with Atomic Learning's Custom Training upload feature. All resources are tied to Atomic Learning's robust reporting system. This system provides printable and exportable reports to monitor progress and completion of uploaded materials. Atomic Learning staff is adept at completing on-site training for administrators and teachers. Traditionally, a day of training is completed, with several different sessions based on the needs of different roles at the school. A key component of our implementation plan is outlined in the supporting document "The Technology Adoption Curve in Education." La Joya ISD will focus on those who would be advocates or be willing to serve in a train-the-trainer role for on-site training.

Palmview High School, Juárez-Lincoln High School, and La Joya High School are three comprehensive educational Institutions **that currently service** our local communities and strive to produce students that will **become productive members of society and** productive citizens. With the decline in support from federal/state funds and the added stresses of an influx of diverse learners, our school district has had to revamp what is currently being practiced in the classroom. **Many students** in our community come from single parent households, **low economic background and Limited English Proficiency Homes that experience** high language barriers that affect the emotional life of students and significantly impact the educational abilities of the student in the classroom. In addition to these issues, our proximity to the **Mexican** border leaves us vulnerable to increases in violence and drugs. Our district borders have been recognized as the "Corridor for human smuggling and drug trafficking in the country". Pressures from NCLB and Race to the Top initiatives have made it harder for our educators to meet the demands of legislature and school districts. Our teachers have experienced challenges in the past, and with the creation of current local, state, and federal educational initiatives it has made it more difficult to retain and recruit qualified teaching personnel.

Our district's unique characteristics make it imperative to recruit and retain highly -qualified teachers in order to maximize student learning and academic performance. With the help of the EEIP grant program, our district can initiate the above proposed innovations to meet the demands of the teaching profession.

Key items to be evaluated:

1. Teacher Attrition – distribution of teacher retention stipends (increase or decrease from previous year)
2. Teacher in Need of Assistance (increase or decrease from previous year)
3. Teacher effectiveness (Administrators informal/formal observations or Teacher Leader Feedback)
4. Student Performance (student dropout rates, attendance, graduation rates, state assessments or grade retention rates)
5. Professional Development – (Atomic Learning staff development or TESA Training)
6. Mentorship Support Initiative – (Assign 1st and 2nd year teachers a mentor teacher)
7. Professional Development – (Atomic Learning staff development or TESA Training)
8. MSI – (Assign 1st and 2nd year teachers a mentor teacher)

NOTE: Budget Contingency Plan – Any contingency funds will be allocated to the purchases of educational technology (hardware and software), mentorship opportunities and distributed to the three comprehensive high schools as per grant committee.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 108912				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$777,000	\$	\$777,000	\$777,000	\$	\$	\$777,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$42,000	\$	\$42,000	\$42,000	\$	\$	\$42,000
Schedule #9	Supplies and Materials (6300)	6300	\$181,000	\$	\$181,000	\$181,000	\$	\$	\$181,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$	\$0	\$	\$	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$	\$	\$0	\$	\$	\$0
Total direct costs:			\$1,000,000	\$	\$1,000,000	\$1,000,000	\$	\$	\$1,000,000
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,000,000	\$	\$1,000,000	\$1,000,000	\$	\$	\$1,000,000
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$1,000,000			\$1,000,000			\$1,000,000
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			x .10
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$100,000			\$100,000			\$100,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 108912				Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1
					Year 2
Academic/Instructional					
1	Teacher				\$
2	Educational aide				\$
3	Tutor				\$
Program Management and Administration					
4	Project director				
5	Project coordinator				\$
6	Teacher facilitator				\$
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
Other Employee Positions					
15	Lead Grant Manager (stipend)		1		\$15,000
16	Grant Manager (stipend)		9		\$90,000
17	Teacher Mentor (stipend)		15		\$30,000
18	Subtotal employee costs:				\$135,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay for mentoring meetings/trainings			\$47,000
20	6119	Professional staff extra-duty pay			\$525,000
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$70,000
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$642,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$777,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Atomic Learning		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Professional Development and Learning Resources			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions:	\$32,000	\$32,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$32,000	\$32,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108912

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Consultant-TESA		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: TESA Training of Trainers (consultant and supplies/materials)			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$10,000	\$10,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$10,000	\$10,000
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 108912		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108912

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptops	New Hires/Mentors/Grant Committee Members/Grant Manager (Core subject area 1 st)	90	\$1,000	\$96,500	\$96,500
	2	Video Cameras w/tripod	Mentee Observations	9	\$444		
	3	External Drives	Grant Manager/MSI Documentation	10	\$100		
	4	Printer/Scanner	Grant Manager/MSI Documentation	3	\$500		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$84,500	\$84,500
Grand total:						\$181,000	\$181,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108912		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108912

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. **(The data collected is an average of all three high school campuses)**

Total enrollment:			6,831	
Category	Number	Percentage	Category	Percentage
African American	0	0	Attendance rate	89.3%
Hispanic	6,786	98.25%	Annual dropout rate (Gr 9-12)	3.7%
White	19	.29%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7.6%
Economically disadvantaged	6,637	97.14%	Students taking the ACT and/or SAT	70.1%
Limited English proficient (LEP)	1,201	17.55%	Average SAT score (number value, not a percentage)	906
Disciplinary placements	394	.06%	Average ACT score (number value, not a percentage)	17.8

Comments

***Data is represented of all three comprehensive high schools 2012-2013.**

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	.5%	No degree	20	4.13%
Hispanic	554	90.6%	Bachelor's degree	371	78.6%
White	36	5.83%	Master's degree	81	16.9%
Asian	20	9.2%	Doctorate	1	.33%
1-5 years exp.	137	29%	Avg. salary, 1-5 years exp.	\$45,634	N/A
6-10 years exp.	109	23.03%	Avg. salary, 6-10 years exp.	\$49,323	N/A
11-20 years exp.	91	19.73%	Avg. salary, 11-20 years exp.	\$53,065	N/A
Over 20 years exp.	76	15.8%	Avg. salary, over 20 years exp.	\$65,432	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											2,110	1,679	1,481	1,561	6,831
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											DNA	DNA	DNA	DNA	471
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As with any needs assessment, a campus needs is best evaluated by the schools SBDM and the campus principal. The student performance data is scrutinized and analyzed to help identify learning gaps that exist so that the campus improvement plan can be developed. Student performance is always an issue and at times the campus budget is not enough to capture all the costs needed to implement the above programs.

For the purpose of this grant, grant writers, with the assistance of grant coordinator, district accounting, district technology coordinator, human resources personnel, and classroom teachers gathered to evaluate the needs of our current high schools. As the application mentioned before, La Joya ISD attrition rates are over **13% overall** in their 3 comprehensive high schools, even more dramatically one of these high schools experienced over **30 new teachers** to the campus. La Joya ISD high schools are finding it harder to compete with neighboring districts and as a consequence teachers are not staying within the district. In addition, the district is having a difficult time in recruiting new staff and even more importantly retaining current highly qualified teachers. For this reason, La Joya ISD believes that with the help of the EEIP grant program we can effectively impact our teacher retention with the **La Joya Loyalty Incentive Program (LLIP)** program and improve our current mentorship program with the **Mentorship Support Initiative (MSI)**.

La Joya ISD believes that having the appropriate and qualified teaching individuals in place to support student achievement is crucial to student success. The budget allocations of the EEIP funding will impact the areas of technology, professional development, induction, attrition, and teacher evaluation.

Needs Assessment:

- 1) Teacher Recruitment and Retention
- 2) Teacher Mentoring
- 3) Teacher Professional Development and Collaboration
- 4) Grant Committee Configuration Technology Integration - Atomic Learning
- 5) Student Achievement

NOTE: Budget Contingency Plan – Any contingency funds will be allocated to the purchases of educational technology (hardware and software), additional mentors if needed and distributed to the three comprehensive high schools as per grant committee.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Teacher Recruitment and Retention	Recruitment and Retentions would be addressed through the implementation of the following initiatives: <ul style="list-style-type: none"> • Mentorship Support Initiative (MSI) • Effective/constructive evaluation program • La Joya Loyalty Incentive Program (LLIP) • Grant Committee Configured Technology provided to new teachers
2.	Teacher Mentoring	Teacher mentors would be highly trained to ensure highly effective mentoring program through implementation of the following initiatives/activities: <ul style="list-style-type: none"> • TESA training for Mentors (Training of Trainers) • TESA training for Mentees • Mentor Stipend • Mentor Conference Period • Opportunities to observe master teachers
3.	Teacher Professional Development and Collaboration	All new hires, 2nd year teachers and teachers in need of assistance will have professional opportunities as follows: <ul style="list-style-type: none"> • TESA Training • Atomic Learning Program • Mentor/Mentee Evaluation Efforts through self-video recording of classes and self evaluation
4.	Grant Committee Configuration Technology Integration	Grant Committee Configured Technology (GCCT) – Grant committee will have an active role in designing the technology purchased for the use of the implementation of the grant initiatives. NOTE: Budget Contingency Plan – Any contingency funds will be allocated to the purchases of educational technology (hardware and software), additional mentors if needed, and distributed to the three comprehensive high schools as per grant committee discretion.
5.	Student Achievement	Student achievement will be measured through one or more of the following criteria: <ul style="list-style-type: none"> • Decrease in student dropout rates • Increased student attendance • Increased graduation rates • Increased performance on state assessments • Decreased grade retention rates

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Schedule #14—Management Plan

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Lead Grant Manager	Must have been directly involved in the EEIP grant writing process. Grant Writing Experience Required, Principal Certification (Secondary Education Preferred), a minimum of seven years secondary educational leadership, Technology proficient, and extensive understanding of TEA grant guidelines and stipulations.
2.	Grant Manager	Must have been directly involved in the 2014-2016 EEIP grant writing process. Secondary education certified and will serve as grant managers and committee members.
3.	Mentors	Master Teachers preferred, but not required 5 years secondary teaching experience. Proficient and/or Exceeded in PDAS or TeachScape **Must complete application packet and be willing to attend all required trainings

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teacher Recruitment & Retention	1. Initiate Teacher Recruitment efforts	04/01/2014	06/30/2016
		2. Identify Mentees	08/25/2014	06/30/2016
		3. Identify Mentors for Teacher Recruitment Program	08/25/2014	06/30/2016
		4. Initiate Mentorship Support Initiative (MSI)	08/25/2014	06/30/2016
		5. Place Order & Provide Technology to New Teachers	08/25/2014	06/30/2016
2.	Teacher Mentoring	1. Initiate TESA Training for Mentors (TOT)	08/25/2014	06/30/2016
		2. TESA Training for Mentees	09/01/2014	06/30/2016
		3. Initiate Documentation for Mentor Stipend	08/25/2014	06/30/2016
		4. Mentors conduct mentee observations during conference periods	08/25/2014	06/30/2016
		5. Mentees are provided with opportunities to observe master teachers	08/25/2014	06/30/2016
3.	Teacher Professional Development and Collaboration	1. Provide mentees with TESA Training	09/01/2014	06/30/2016
		2. Provide mentees with Atomic Learning Training	09/01/2014	06/30/2016
		3. Mentees conduct self-video recordings	10/01/2014	06/30/2016
		4. Mentees collaborate with Mentors to self evaluate their teaching practices as evident in video recordings	10/01/2014	06/30/2016
		5. Mentors provide feedback & strategies to mentees to improve instruction	10/01/2014	06/30/2016
4.	Grant Committee Configuration Technology Integration	1. Grant Committee Configured Technology (GCCT) – Grant committee will play active role in designing technology purchased for grant implementation.	10/01/2014	06/30/2016
		2. Needs assessment for Technology Integration by Grant Committee and order additional Technology according to individual school needs.	10/01/2014	06/30/2016
5.	Student Achievement	1. Decrease student drop-out rates efforts	08/25/2014	06/30/2016
		2. Increase student attendance	08/25/2014	06/30/2016
		3. Increase graduation rates	08/25/2014	06/30/2016
		4. Increase Student Performance on State Assessment	08/25/2014	06/30/2016
		5. Decrease student failure (retention rates)	08/25/2014	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Human Resources: Currently for recruitment, La Joya ISD proactively recruits from local colleges and universities by hosting and attending multiple job fairs throughout the valley and in San Marcos and San Antonio areas in the spring, summer and fall. When HR has to adjust, they contact individuals, ask them for needed criteria and ensure certification and highly qualified requirements for state certification which fit the need of the district.

Professional Development: Currently La Joya ISD provides professional development through an online source called PD360. It is an online professional development opportunity that provides professional learning for La Joya staff members to help attain knowledge and skills to help increase their effectiveness in the classroom.

Evaluation: La Joya ISD high schools currently utilize the PDAS and Teachscape evaluation programs to help assess the effectiveness of teachers in the classroom. These tools are designed for some collaborative communication with administrators and teachers to help address areas of needs and strengths for teachers.

Student Performance: La Joya ISD currently utilizes an online Data Management for Assessment Curriculum (DMAC) helps analyze student performance data. The current application also assists teachers to effectively assess student performance data and align curriculum for student success.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD created a New Teacher Induction Program that ensures and supports first year teachers entering the teaching profession to have the knowledge and skills required to be successful and promote an increase in students' achievement. The current program, which is facilitated by the coordinators from the Office of Human Resources, begins during the pre-service days. During this time, first year teachers attend 12 hours of professional development in which they are introduced to the Summative Evaluation System used at La Joya ISD, they learn how to implement classroom practices and PDAS/Teachscape. The professional development addresses two critical strands of beginning teacher preparation: classroom culture and management and instructional planning and delivery. With the assistance of the EEIP, our New Teacher Induction Program for the three comprehensive high schools, new teachers will be assigned a mentor. Throughout the school year, teachers meet with their mentor for an average of 6 hours per month, to help them plan their classroom set up, establish communication with parents, develop syllabus, improve their lesson and unit planning skills, analyze student achievement data which is so critical for student achievement, and review classroom management systems. By the end of semester 1, each new teacher will be required to complete a survey to evaluate the support given to them by their mentor. With the assistance of the EEIP funding, the magnitude and efficiency of our mentorship program could significantly increase by addressing the following needs: Provide additional support to teachers in their 1st- year of teaching; Provide research-based training to the mentors to increase their skills; Increase the face- to -face time between mentors and beginning teachers from 6 hours to 8 hours a month; Increase the campus-based administration's understanding and support of the mentoring program. In order to coordinate efforts to maximize grant funds, TxBESS will be used in conjunction with the MSI program which is being introduced as the part of the Educator Excellence Innovation Program. By continuing the support of the beginning teacher, we foresee an increase in student achievement as well as an increase in the retention rate of 2nd year teachers. La Joya ISD's retention goal is to increase the retention rate of second year teachers from 60% to 80%. We have set the goal that 85% or more of our second year teachers will be rated at proficient or mastery on their summative evaluations by their campus-based administrators. EEIP program funds will supplement, not supplant state mandates, State Board of Education (SBOE) rules, or activities previously conducted with state or local funds. State or local funds will not be decreased or diverted for other purposes merely because of the availability of these funds.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Part 1: Evaluation Design .List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Completion of Training (Atomic Learning)	1.	Run reports for individual teacher (or by groups or buildings) to see what types and levels of training are completed, plus how much time was spent (hours, minutes)
		2.	See printed certificates for completed training.
		3.	See printed certificates for Skills Assessments per series.
2.	Completion of projects (if desired)	1.	Run report for individual teacher (or by groups or buildings) to see completion of assigned projects.
		2.	See finished project stored in the e-portfolio (such as a Power Point, Excel spreadsheet).
		3.	
3.	View state test scores (of students) of these teachers to note improved student scores	1.	See pre and post test scores of 21 st Century Skills Assessment
		2.	See pre and post test scores of Tech Skills Assessment
		3.	See pre and post test scores of Skills Assessments (per series)
4.	Ongoing growth of each teacher	1.	Tech integration happening in the classroom (Ongoing growth of teacher)
		2.	Increased technology proficiency per teacher (Ongoing growth of teacher)
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EEIP Grant Managers of each campuses and the Lead Grant Manager will collect data from each comprehensive high school that will document the following:

- Number of teachers at each campus the previous year,
- Number of teachers leaving/not returning,
- Number of new teachers and the
- Number of mentors that will be needed to service new teachers hired.

Additionally, Campus State Data from the 2012-2013 school year will be collected for each campus and analyzed for each campus, including attendance data and graduation rates. Yearly campus performance will be analyzed and evaluated once implementation of the EEIP initiative is in place to determine increase or decrease of student success. Mentorship Support Initiative (MSI) will be evaluated at the end of each school year to determine if modifications are needed/required in order to address the needs of first and second year teachers.

Program Activities:

Mentorship Support Initiative (MSI). Participants Served: Approximately 100±

La Joya Loyalty Program (LLIP): 480± Returning Teachers

Technology Integration for New Hires: 100±

Atomic Learning: 480±

TESA Trainer of Trainers: 20 ±

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction System:

Mentorship Support Initiative –Program that helps provide each new hire consistent, ongoing peer- support for first year, second year, and teachers in need of assistance.

Mentorship Logistics - There will be five mentors per campus to guide new hires with the MSI program. Teachers interested in becoming mentors must submit mentorship application and selected through an interview process. Mentors will be selected by the Grant Committee Members, Lead Grant Manager, and campus Administrator. (In addition to district required mentor trainings, the mentors selected are required to attend two day new hire in-service training, Trainer-of-Trainers TESA Training, TESA train new hires). Mentor stipends will be in the amount of \$2,000.00 per year (payable at the end of the school year) and one required mentor conference period (Conference period: During this time the mentor will visit and observe mentees, provide feedback, and discuss items for professional growth). Mentees will be allowed to visit experienced teachers as well as new teachers to address teaching strategies to help support teacher improvement and impact student success. Mentor, once a month, will cover mentee's class during mentor's conference to help mentee's peer-observations.

Mentorship Support Initiative Selection Process - Within this program, individual selected will possess a minimum of five years teaching secondary high school (grades 9-12) teaching experience. The mentor must have and currently attain a rating at or above proficient with the current teacher evaluation instrument. In addition to the above criteria, the selected individual must have an administrator recommendation letter accompanied with the mentor application.

Mentor Training - The selected mentor's will engage in a Trainer of Trainers (TOT) staff development utilizing Teacher Expectation Student Achievement (TESA). Upon completion, mentors will be involved (campus level) in a TESA five half-day training sessions with the new teachers.

Mentor Compensation - The mentors will be provided with a compensation stipend for their time and services to the new hire mentorship program. The mentors will be paid a stipend of \$2,000.00 in June at the end of the school year. Stipend is contingent upon mentors successfully completing all documentation pertaining to the Mentorship Support Initiative program. Upon Mentor separation from the specific school, Grant Committee Members will meet to discuss changes that need to occur pertaining to the job description and/or compensation.

Mentor Scheduling – With the immense workload associated with this endeavor, the program will require all mentors to be allocated a separate conference period for the sole purpose of carrying out mentor/mentee responsibilities. Mentors would handle up to five new teacher mentees and/or any teacher in need of assistance. The added conference period entails in-class mentor evaluations, mentor administrative responsibilities, and other requirements deemed necessary by the program to help achieve the grant goals and objectives. The goal is for mentors to be utilized as instructional campus leaders in which administration can distribute their leadership effectively to help new hires, 2nd year teachers, and teacher in need of assistance.

Mentorship Summary - Mentors selected will create professional working relationships with new hires to ensure they obtain the proper training that help them be acclimated to the teaching profession. Our mentors will be required to shadow new hires during the induction process including accompanying them during the induction trainings and/or professional developments throughout the school year. Mentors will also help new candidates by providing them with in-class support by classroom walkthroughs and or one-legged interviews between classes. With the La Joya Mentorship Support Initiative (LJMSI) we can ensure that new hires have the appropriate and adequate supportive environment to be comfortable in the classroom. The idea is for new teachers to have the support initiatives in place that will solidify their employment with La Joya ISD. We believe that if teachers are supported through the LJMSI, it will significantly impact teaching and student learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentee Teacher Observations/Evaluation Process – Campus administrators will conduct classroom walkthroughs, using District Informal Walkthrough Forms. Mentors will also be conducting classroom visits utilizing the TESA Observation and district specific walkthrough observation forms. Campus Administrators and Mentors will conduct pre/post-observation meetings with mentees to provide instructional feedback for improvement. Under the MSI, teacher mentees will be required to videotape one of their lessons per semester for self assessment. The goal is for mentees to be given multiple opportunities for diagnostic feedback to evaluate professional performance of teachers within the classroom (student engagement, equitable distribution within the classroom, higher-level questioning techniques, rapport with students, and etc.) to help collaboratively engage with peers on improving classroom pedagogy.

Mentee Evaluation Logistics - Currently, La Joya ISD utilizes the Professional Development Appraisal System (PDAS) and Teachscape. PDAS is an evaluation instrument used by campus administration to appraise teachers including help support educators by identifying areas in which professional development can support. PDAS utilizes eight domains that evaluate classroom effectiveness of teachers in the areas such as the learning process, instruction, student progress, time management, professional communication, academic student improvement and policy compliance. Teachscape is a new evaluation instrument utilized by the campus leaders at two of the high schools to evaluate teacher performance. Domains include planning and preparation, the classroom environment, instruction and professional responsibilities. It integrates evidence based learning by using multiple observations. Both require formal and informal observations with opportunities for teacher/observer collaborative feedback.

Mentor/Mentee Evaluation Scheduling – The walkthrough observations of mentees conducted by Mentor Teachers will be carried out during the Mentor Conference periods and the evaluation from Administrators by informal and formal walkthroughs throughout the day.

TESA and MSI Observation Forms – In addition to the TESA Observation forms, the grant committee will create an observation tool specifically utilized for walkthrough observations of mentees. The observation form will contain measurable components on teacher professional growth, student participation and performance, teacher feedback and collaborative efforts, and teacher/supervisor reflective thinking to help improve the mentees teaching practices with students and peers.

Evaluation Summary - With this grant, we would like to improve our teacher evaluation efforts by allowing our Mentor teachers to engage in the teacher evaluation process. Mentor teachers would evaluate their mentees using an evaluation table that assesses the impact of teaching and learning done by the mentee in the classroom. The areas of development would include teacher pedagogy, student engagement, student learning cycle, and evaluator feedback. Mentors would engage in a pre-observation meeting during the mentee's conference period to establish the times for the evaluation walkthrough. This pre-observation opportunity would also inform the mentees of what developmental components will be assessed during their observation. The evaluation will also include a post-observation meeting with the mentee to debrief on effective teaching practices observed or address areas of need to improve teacher effectiveness and classroom rigor.

*Informal walkthrough forms have been created for these two teacher evaluation systems and will be used to assess the classroom visits for mentees throughout the EEIP grant lifetime.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers at La Joya ISD are evaluated with either PDAS or TeachScape Teacher Evaluation Tools. Teachers at the three comprehensive high schools will be evaluated by campus administrators with one of these evaluation tools (as assigned by district)

TeachScape is an evaluation and observation management system that provides a holistic picture of educator effectiveness and helps connect evaluations with long-term improvement in teaching practices. It evaluates teachers in the following domains and it is conducted as a Formal Walkthrough once per year before the end of Semester 2:

- (1) Domain 1: Planning & Preparation;
- (2) Domain 2: The Classroom Environment
- (3) Domain 3: Instruction
- (4) Domain 4: Professional Responsibilities

PDAS: Is a teacher evaluation and observation management system that evaluates teachers in the following domains and it is conducted as a Formal Walkthrough of 45 minutes once per year before the end of Semester 2:

- (1) Domain I: Active, successful student participation in the learning process;
- (2) Domain II: Learner-centered instruction;
- (3) Domain III: Evaluation and feedback on student progress;
- (4) Domain IV: Management of student discipline, instructional strategies, time and materials;
- (5) Domain V: Professional communication;
- (6) Domain VI: Professional development;
- (7) Domain VII: Compliance with policies, operating procedures and requirements; and
- (8) Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)).

In addition to TeachScape/PDAS evaluation conducted by campus administrators, teachers will receive informal walkthroughs by campus administration and provided feedback through an Informal Campus Walkthrough Form. Mentors will conduct teacher observations on their mentees and provide them with feedback and assistance in their areas of need.

Administrators will be required to conduct at least 15 teacher walkthroughs* per week and provide teachers with feedback using the Informal Walkthrough Form.

Mentors will be required to conduct one (1) weekly observation on each mentee as per TESA requirements and provide feedback with the TESA Observation Form. Additionally Mentors will be required to meet at least once per week with their mentees to collaborate and provide assistance. In addition to the previous evaluations, Mentors will cover a class period for their mentees at least one time per semester in order to provide the mentee with the opportunity to go and conduct peer observations.

***15 walkthroughs by Administrators can be conducted with new teachers and/or any classroom teacher.**

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 4: Required- Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, La Joya ISD is implementing a ½ day of planning every month on the 4th Wednesday of each month (starting January 29th, 2014). Students will be dismissed early so that teachers can use the ½ day for collaboration within each department.

Mentorship Support Initiative (MSI) – The MSI program is designed to help not only new hire mentees, but include any teacher who is in need of assistance. Mentor teachers would work diligently with new hires first, but in the event the max load of five mentees falls short, the mentor would be given the opportunity to help those educators still struggling within the classroom. The additional conference period and strategic evaluation efforts of the mentorship initiative would support teachers by helping them build efficacious lessons. In addition to the current early dismissal day, the Mentorship program would intensify the interaction of both the mentor and mentee through collaborative engagement in improving teacher pedagogy within the classroom. The collaborative component of this statutory requirement will be fulfilled with the Mentorship program goals (ie. video observations, Mentor observations, and formal/informal walkthroughs). More importantly, the efforts of the mentorship program would help impact student performance.

TESA Training Program – The Trainer of Trainers (TOT) staff development initiative will be utilized to develop mentors as Teacher Expectation Student Achievement (TESA) trainers. Upon completion, mentors will be involved in a TESA five half-day training sessions with the 1st and 2nd year teachers. TESA Mentors will provide a TESA training program at each of the comprehensive high schools (campus level) to carry out staff development (during the school day). The training would require campuses to conduct am/pm training sessions with mentees or selected individuals. Mentees must conduct a minimum of four classroom observations between training sessions as per TESA training requirements. This endeavor is targeted to elicit opportunities for mentees to engage in teacher-partnerships where they discuss shared practices in teaching pedagogy and classroom management.

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TESA Training Program – The Trainer of Trainers (TOT) staff development initiative will be utilized to develop mentors as Teacher Expectation Student Achievement (TESA) trainers. Upon completion, mentors will be involved in a TESA five half-day training sessions with the 1st and 2nd year teachers. TESA Mentors will provide a TESA training program at each of the comprehensive high schools (campus level) to carry out staff development (during the school day). The training would require campuses to conduct am/pm training sessions with mentees or selected individuals. Mentees must conduct a minimum of four classroom observations between training sessions as per TESA training requirements. This endeavor is targeted to elicit opportunities for mentees to engage in teacher-partnerships where they discuss shared practices in teaching pedagogy and classroom management.

Atomic Learning - Professional Development & Classroom Resources for Effective Tech Integration

It's never been easier to train on new technology and encourage classroom tech integration. Atomic Integrate offers a cost-effective online teacher professional development, technology integration and support solution that empowers educators to effectively utilize technology to impact student achievement. In fact, research shows students' annual achievement in both math and reading nearly doubles the national average when taught by teachers who utilize Atomic Learning.

- Classroom-ready Tech Integration Projects for simplified integration
- Big-picture Workshops on *Avoiding Plagiarism*, *Effective Presentation Design*, and more
- Training Spotlights on highly-relevant Edtech topics, such as Keeping Kids Safe Online
- Focused resources on planning and implementing a successful mobile learning initiative
- Lessons and teacher tools designed to address the tech components of the Common Core
- Just-in-time video tutorials on 250+ software applications and ed tech tools
- Assessment tools to gauge technology skill levels of faculty, staff, and students
- Certificates of Completion and robust reports to track activity and monitor progress
- Integration tools, including Learning Tools Interoperability (LTI), to streamline learning
- Administrator tools to manage user groups, as well as assign or recommend resources
- District-wide online access for all teachers, staff, students, and parents

A Customized Online Repository for All District Training Materials. In addition, La Joya ISD will have the ability to create a centralized online location to house important training the district has created, including: documents, videos, forms, and more with Atomic Learning's Custom Training upload feature. All resources are tied to Atomic Learning's robust reporting system. This system provides printable and exportable reports to monitor progress and completion of uploaded materials—making it an ideal tool for delivery of mandatory training and sharing of important district policies.

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The La Joya Independent School District follows a student success- oriented compensation plan. The 2013-2014 teacher compensation plan includes an \$800.00 sign up incentive for all new teachers in hardship areas to the district to include Science, Math and Special Education. Our district also offers a \$500.00 advance pay for new teachers to the profession.

Another component in our compensation plan includes a yearly stipend of \$2,300.00 for 7th – 12th grade Science and Math Teachers who are teaching in their respective field. La Joya ISD also includes a yearly stipend of \$1, 200.00 for Hope Academy teachers. The Hope Academy at La Joya serves as an alternative educational setting for students with disciplinary issues. La Joya ISD has also been awarding a \$2,600.00 incentive for teachers with a Science Composite that also teach science. Note that Science teachers are only allowed to receive one or the other stipend.

Currently, La Joya incorporates the TxBESS Mentoring Program for new teachers to the profession. This mentor program the district currently pays a \$400.00 yearly stipend for mentors through The University of Texas Pan American only. Other alternative certification programs, but not all, pay the stipend to mentor teachers for their service to mentees.

Other teaching incentives that La Joya ISD also implements is \$1,000.00 for teachers with a Master's Degree and a \$1,500.00 educational stipend for teachers with a Doctoral Degree. Note that teachers are only allowed to receive one or the other. Finally, La Joya ISD also offers a \$5,000.00 educational stipend for teachers with a Masters who teach in their assigned area within the Dual Enrollment assignment.

As of January 2014, a neighboring district has implemented a \$2,500.00 one-time sign up Incentive in high need areas for the 2014-2015 school year to attract new teachers to the district. This type of incentive is tempting to teachers, and La Joya ISD simply can't afford to offer that incentive amount.

If awarded the Educator Excellence Innovative Program Grant, La Joya ISD would definitely be able to keep more of its teachers because it would offer a monetary incentive to all teachers at the 3 comprehensive high schools, as well as offer professional development and mentors to those new teachers who are in dire need of assistance so they can dramatically increase student performance through the acquired pedagogy needed to be a highly-effective educator.

Additionally, technology acquired under this grant would ensure the Implementation of the 21st Century Skills. Getting this grant is a win-win situation because everyone benefits-teachers, students, administrators and parents.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD currently attends job fairs in the Fall and Spring semesters to recruit highly qualified and competent teachers. In the Fall semester the human resources coordinators attended job fairs in the following universities and/or cities. The University of Texas-San Antonio in San Antonio, The University of Texas-Brownsville in Brownsville, The University of Texas-Pan American in Edinburg, and the San Marcos job fair. The proposed job fairs for the Spring semester continue to include The University of Texas-Rio Grande Valley both at the Brownsville and Edinburg sites and The University of Texas-San Antonio in San Antonio. In addition to the aforementioned sites, the district will expand the job fairs to include Texas A&M University in Kingsville, Texas A&M International University-Laredo in Laredo and The Texas A&M University-Corpus Christi in Corpus Christi. The district also holds job fairs in the Fall and Spring semesters. During the local job fairs, the Human Resources coordinators recruit teachers for the existing vacancies. We use these local job fairs to recruit from both the traditional and alternative certification routes. The traditional certification route includes mainly our local universities with a few candidates from other universities. We value our local educational preparation programs by hosting over 20 student teachers every Fall and Spring semester. Towards the end of their internship, we speak to the principals and/or mentor teachers of the hosting campuses and ask them to evaluate their student teacher. Based on their feedback, we contact the student teacher and offer them a letter of intent to hire. By recruiting teachers from alternative certification programs, we bring different educational background to our students. During the out of district job fairs, the coordinators recruit teachers not only for the vacancies which are currently available in the district but also for the anticipated vacancies for the upcoming semester or school year. If a prospective teacher is certified or is in the process of becoming certified in one of the hardship areas, which are currently defined by the district as Math or Science, the coordinators offer that prospective teacher a letter of intent to hire. Once the prospective teacher meets all requirements, the recommendation is submitted for the next board meeting and a contract pending board approval is issued to the prospective teacher.

Another avenue La Joya ISD uses to recruit teachers is our partnership with Teach for America. The district mainly uses this partnership to recruit and hire teachers in our designated hardship areas. This joint venture allows our students an opportunity to experience different cultures since most Teach for America candidates are from states other than Texas.

All applicants are encouraged to apply using the online application on the district's website. The Human Resources coordinators review and clear applications. The applicants are cleared based on the content areas they apply for. In order to be considered highly qualified, an applicant needs to have obtained a Bachelor's degree, be a certified teacher or be in the process of becoming certified through an alternative certification program and must have either passed the content exam, have a major in the content area or have 24 college hours, 12 hours have to be upper division (3000-4000) in the specified content.

By February, the district starts the process of recommending teachers for the next school year. With this grant, the district will be able to offer a retention stipend in the three comprehensive high schools for classroom teachers who score a proficient or higher level on PDAS or Teachscape. The teachers will indicate they will be returning next school year by returning their contract within a specified time frame. These teachers will be issued a \$1,000 check with their September paycheck. This will improve our retention rates in the three comprehensive high schools.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, Instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentorship Support Initiative –Program that helps provide each new hire consistent, ongoing peer- support for first year, second year, and teachers in need of assistance. There will be five mentors per campus to guide new hires with the MSI program. Teachers interested in becoming mentors must submit mentorship application and selected through an interview process. Mentors will be selected by the Grant Committee Members, Lead Grant Manager, and campus Administrator. (In addition to district required mentor trainings, the mentors selected are required to attend two day new hire in-service training, Trainer-of-Trainers TESA Training, TESA train new hires). Mentor stipends will be in the amount of \$2,000.00 per year (payable at the end of the school year) and one required mentor conference period (Conference period: During this time the mentor will visit and observe mentees, provide feedback, and discuss items for professional growth). Mentees will be allowed to visit experienced teachers as well as new teachers to address teaching strategies to help support teacher improvement and impact student success. Mentor, once a month, will cover mentee's class during mentor's conference to help mentee's peer-observations. The selected mentor's will engage in a Trainer of Trainers (TOT) staff development utilizing Teacher Expectation Student Achievement (TESA). Upon completion, mentors will be involved (campus level) in a TESA five half-day training sessions with the new teachers. With the immense workload associated with this endeavor, the program will require all mentors to be allocated a separate conference period for the sole purpose of carrying out mentor/mentee responsibilities. Mentors would handle up to five new teacher mentees and/or any teacher in need of assistance. The added conference period entails in-class mentor evaluations, mentor administrative responsibilities, and other requirements deemed necessary by the program to help achieve the grant goals and objectives. The goal is for mentors to be utilized as instructional campus leaders in which administration can distribute their leadership effectively to help new hires, 2nd year teachers, and teacher in need of assistance. The responsibility of mentors selected will create professional working relationships with new hires to ensure they obtain the proper training that help them be acclimated to the teaching profession. Our mentors will be required to shadow new hires during the induction process including accompanying them during the Induction trainings and/or professional developments throughout the school year. Mentors will also help new candidates by providing them with in-class support by classroom walkthroughs and or one-legged interviews between classes. With the La Joya Mentorship Support Initiative (LJMSI) we can ensure that new hires have the appropriate and adequate supportive environment to be comfortable in the classroom. The idea is for new teachers to have the support initiatives in place that will solidify their employment with La Joya ISD. We believe that if teachers are supported through the LJMSI, it will significantly impact teaching and student learning.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable: La Joya ISD is not seeking a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable: La Joya ISD is not seeking a waiver

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable: La Joya ISD is not seeking a waiver

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable: La Joya ISD is not seeking a waiver

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The La Joya ISD, just as many other districts across the state, has budgetary constraints that do not permit the expansion of some of the existing programs currently in place.

Teacher & Mentoring: Currently, La Joya ISD provides an induction program in the form of mentoring for teachers. New teachers are assigned a mentor at their campus in order to have a support/assistance in their transition into the teaching profession. The mentor is sometimes provided with a stipend that is less than \$400 for the year, regardless of how many mentees he/she is assigned to assist. Additionally the mentor is not provided with additional planning time to meet and collaborate with the mentees. With the assistance of the EEIP grant funding, Mentors will be assigned no more than 5 mentees. Additionally, they will be compensated with a stipend of \$2,000 for the year and a conference period. This initiative cannot be implemented in this manner without the assistance of the EEIP. Mentors would continue to provide assistance to mentees but the quantity and quality of the assistance would be hindered due to no additional preparation time and no additional professional development provided, which the EEIP initiative does include.

The Teacher Recruitment & Retention: The three comprehensive high schools at La Joya ISD have experienced high attrition rate in the last year with over 13% attrition and one of the high schools losing over 40 teachers. Of the 40 teachers 30 of the teachers that were recruited for the campus are brand new teachers into the profession. The other 10 teachers had some type of teaching experience but no more than 1 or 2 years. The continuous efforts of La Joya ISD would be greatly hindered without the support of the EEIP Grant. Without the EEIP Grant funding support the Mentorship Support Initiative to provide support to first and second year teachers, the La Joya Loyalty Incentive Program (LLIP) that would provide teachers with monetary incentive to return the following year and the Technology for New Teachers initiative could not be implemented. Even though the La Joya ISD provides teachers with mentorship, the program currently offered could not compare to the one that could be implemented with the help of EEIP funding. The incentive pay for teachers to return could not be offered and the Technology for new teachers could not be implemented. La Joya ISD tries to integrate and provide technology to all its teachers but budgetary constraints are always present. With the help of EEIP Grant funding, these initiatives could be fully implemented and would greatly improve teacher recruitment and retention.

Teacher Professional Development & Collaboration: Currently La Joya ISD provides Professional Development for all its new teachers and mentors. However, with the assistance of EEIP Grant funding, the Professional Development would be more extensive and would ensure that Mentors provide Mentees with assistance throughout the entire year, collaboration meetings and time for peer observations, by providing Mentors with an additional Planning/Preparation period through which they can observe, guide and assist first and second year teachers....this cannot be achieved without the assistance of EEIP Grant funding.

Technology Integration: La Joya ISD prides itself in implementing initiatives that embrace technology and 21st century skills. They provide Professional Development throughout the school year for teachers and procure technology for its campuses as budget allocations allow. With the assistance of EEIP Grant funding, first year teachers would be provided with up to date technology and professional development that prepares them to teach students 21st century technology skills.

Student Achievement: Through the assistance of EEIP Grant funding, the expansion of Teacher Mentoring, Mentor Preparations, Teacher Recruitment and Retention, Professional Development & Collaboration and Technology Integration, teachers will be able to transfer the knowledge to their students and increase student performance. This would be evident in decreased dropout rates, increased student attendance, increased graduation rates, increased performance on state assessments and decrease in students being retained due to failing classes....there is no doubt that having teacher that are prepared for the classroom makes a difference in student performance....without the assistance of the EEIP Grant funding, this task would be harder to achieve for La Joya ISD Teachers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Timeline of Implementation:

Start Date	End Date	Activity
April 1, 2014	April 31, 2016	Receive notice of Grant Award (NOGA)
April 1, 2014	August 25, 2014	Initiate Recruitment Efforts to hire teachers for the 2014-2015 school year
April 1, 2014	May 30, 2014	Identify Mentors for Mentor Support Initiative Program
June 1, 2014	August 25, 2014	Mentors attend required trainings that will prepare them to be mentors
April 1, 2014	August 25, 2014	Identify Mentees for the 2014-2015 school year
April 1, 2014	May 30, 2015	Place order of Technology for New Teachers & Place order of teacher supplies
April 1, 2014	May 30, 2014	Grant Committee meets to review technology that will be ordered for teachers
June 1, 2014	August 25, 2014	Initiate TESA Training for Mentors TOT
Sept 1, 2014	May 29, 2015	Conduct TESA Training for Mentees
Aug 25, 2014	May 29, 2015	Mentors conduct mentee observations during conference periods
Aug 25, 2014	May 29, 2015	Mentees are provided with opportunities to observe master teachers
Aug 25, 2014	May 29, 2015	Provide Mentees with Atomic Learning Training
Aug 25, 2014	May 29, 2015	Campus Grant Managers collect documentation from Mentors, Mentees, Professional Development and any other EEIP Grant Required Documentation
Oct 1, 2014	March 31, 2015	Mentees conduct self-video recordings for self-evaluation
Oct 1, 2014	March 31, 2015	Mentors collaborate with mentees to self-evaluate their teaching practices
Oct 1, 2014	March 31, 2015	Mentors provide feedback & strategies to mentees to improve instruction
Oct 1, 2014	Oct 31, 2014	Campus Grant Managers prepare documentation for payroll for Teacher Incentive Pay for returning teachers
Nov 3, 2014	Nov 7, 2014	Campus Grant Managers meet with Lead Grant Manager to review and turn in documentation to Payroll for Teacher Incentive Pay for returning teachers to be paid with Nov 2014 payroll check.
Nov 1, 2014	Nov 28, 2014	Grant Committee meets with Lead Grant Manager to review that all documentation for Semester 1 from Mentors, Mentees, Professional Development and purchasing of equipment is in place and any required EEIP Grant Documentation is gathered.
Dec 1, 2014	Dec 5, 2014	Lead Grant Manager & Campus Grant Managers meet to complete all required documentation to submit for payout of ½ of the stipend to Campus Grant Managers and Campus Lead Manager (1/2 of stipend is paid in December Paycheck and 2nd ½ in June 2015 check)
Jan 5, 2015	Jan 9, 2015	Campus Grant Managers collect student attendance data to evaluate impact of EEIP Grant on Student Attendance
Dec 19, 2014	May 29, 2015	Campus Grant Managers collect data to analyze with Campus Lead Manager the impact of EEIP Grant on student failure rates.
May 25, 2015	May 29, 2015	Campus Grant Managers collect student Graduation Rate & Semester 2 student attendance data.
June 1, 2015	June 5, 2015	Campus Grant Managers obtain campus data on student retention rates
June 1, 2015	June 12, 2015	Lead Grant Manager & Campus Grant Managers meet to complete all required documentation to submit for payout of ½ of the stipend to Campus Grant Managers and Campus Lead Manager (1/2 of stipend is paid in December Paycheck and second ½ in June 2015 check)
June 2015	July 2015	Campus Grant Managers & Lead Grant Managers meet to analyze impact of EEIP Grant on Student Performance on State Assessments
June 16, 2015	June 25, 2015	Campus Grant Managers turn in all documentation to Lead Grant Manager

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108912

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When the Texas Education Agency posted the Request for Application for the 2014-2016 Educator Excellence Innovation Program grant, the Grant Development Office immediately commenced downloading and reading all information pertaining to the 2014-2016 Educator Excellence Innovation Program in order to inform key stakeholders about the grant. Below are some of the stakeholder meetings that took place:

Friday, December 6, 2013: The Grant Development Office Coordinator met with the Assistant Superintendent of Curriculum and Instruction in order to discuss the grant's stipulations, timelines, goals and objectives.

Principals for the 3 comprehensive high schools met & were given information pertaining to the grant in December.

December 9, 2013: Grant Development Office emailed grant info to principals from the 3 comprehensive high schools;

December 9, 2013: Grant Development Office submitted the School Board Agenda Item for the EEIP

Tuesday, December 10, 2013: Emailed Tim Regal at TEA enquiring clarifying information pertaining to the EEIP;

December 13, 2013: Grant Development Office Emailed the FAQ's to the principals at the 3 comprehensive high schools, emailed them information pertaining to the grant reviewers, TEA's EEIP webinar registration

December 19, 2013: Office of Human Resources meets at the Grant Development Office to discuss the grant;

Friday, December 20, 2013: Laurie Davis-Atomic Learning, Cindy Hernández, Clem Garza, Martha Treviño meet at the Grant Development Office to discuss the professional development and Technology Integration aspect of the EEIP;

January 6, 2014: Comprehensive High School Principals, Central Office Executive Cabinet, campus teachers meet to discuss the EEIP Grant;

January 7 and January 13, 2014: DEIC meets to delineate EEIP

Wednesday, January 8, 2014: Campus teachers from the 3 comprehensive high schools, Office of Human Resources, Grant Development Office

Thursday, January 9, 2014: Campus teachers from the 3 comprehensive high schools, Office of Human Resources, Grant Development Office meet to discuss grant

Tuesday, January 7, 2014: DEIC representatives meet to receive info & provide input for the EEIP plan

Saturday, January 11, and 18, 2014: La Joya High School Science Lab: 1:00 – 5:00 p.m. EEIP working session

Monday, January 13, 2014 DEIC Meetings:

January 15, 2014: EEIP School Board Agenda Item went by the school board for approval

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya Independent School District's three comprehensive high schools below will participate in the EEIP:

*Juárez-Lincoln High School

*La Joya High School

*Palmview High School

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